



Principal Competencies and Skills for Principals Campus-Supervised Activities

Use this document to list your 38 principal competencies and skill area activities. Add more rows to this table as needed. Post your completed list on your eportfolio/wiki.

Activity	SBEC Competency Leadership Skill #	Activity Summary	Resource Person	Projected Date of Completion
Vision and Mission	Standard I Vision and Campus Culture Skill #1	Invite relevant constituents, (e.g., students, parents, citizens), and lead this group to find consensus on the development of a district statement(TechPlanVision). Include the final vision statement and make any relevant recommendations for your district. Include recommendations in notebook.	Super-intendent Principal	September 2011.
Strategic Planning	Standard I Vision and Campus Culture Skill #2	Serve on strategic development, monitoring, or evaluation team for your district (Tech. Committee). Log you time and duties as part of the team. Cite significant learning and and recommendations in the notebook.	Super-intendent Principal	January 2012
Data Collection and Analysis	Standard I Vision and Campus Culture Skill #3	Review the ways in which assessment data are used by the following: board of education, superintendent, faculty, staff, and community relations/ information department. Write a reflective statement about how the leader would seek to improve the use of assessment data in the district. The reflective statements should be included in the notebook.		

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Effective Communication	Standard I Vision and Campus Culture Skill #4	Assist in conducting a staff development session. Survey a random sample of the participants about your presentation—its strengths and the areas needing improvement. Include the results of the survey in the notebook.	Principal Superintendent	Aug.2011
Negotiating/ Consensus Building	Standard I Vision and Campus Culture Skill #5	In leading your selected project(Tech.Plan Rev.), include the steps you used in gaining consensus for your project plan. Include the steps and assessment of outcomes and areas for needed improvement in the notebook.	Principal Superintendent Region 3 Tech.Adv.	May 2012
Collaborative Decision Making	Standard I Vision and Campus Culture Skill #6	During Tech.Committee meeting reviewing proposed plan/goal/vision updates, Practice: 1) Outling Goals; 2) Problem definition; 3) Seeking information; 4) Providing information; 5) Clarifying, elaborating, & challenging viewpoints; 6) diagnosing progress ; 7) Summarizing Include a summary of evaluations & recommendations in notebook.	Principal Superintendent	May 2012
Analyzing the Curriculum	Standard II Instruction and Learning Skill #7	Actively interview a person with experience in the textbook selection process. Include an overview of the process, evaluative criteria used, and recommendations for improvement in the notebook.	D. Wiatrek	May 2012
School/ Program Scheduling	Standard II Instruction and Learning Skill #8	Work with supervisor(s) to schedule in-service for teachers. Provide a brief overview of the process include recommendations in notebook.	Principal Superintendent	August 2011/12

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Supervision of Instruction/ Instructional Strategies	Standard II Instruction and Learning Skill #9	Complete a student evaluation of the instruction and learning in one technology infused class. Summarize the data, and meet with a group of students to discuss the strengths, weaknesses, and recommendations for using the process. Copies of the instrument, an overview of the student meeting, and recommendations for student input in the process will be included in in the process.		
Learning/ Motivation Theory	Standard II Instruction and Learning Skill #10	Survey a school faculty on methods used to motivate students. Survey a sample of students soliciting methods that motivate them to perform in school. Compare and contrast the two surveys. Include the comparison and recommendations in the notebook.	Principal Third grade teacher	Dec.2011
Learning Technology	Standard II Instruction and Learning Skill #11	Review the board policy on technology. Study the district Technology Plan. Review the degree of compliance between policy and the technology as well as the legal aspects regarding the legal use of software. Include the recommendations in the notebook.	Principal Super-intendent	Oct.2011
Evaluation of Student Achievement/ Testing and Measurements	Standard II Instruction and Learning Skill #12	Gather and analyze the district/school, state TAKS results. Assess the current strengths and weaknesses in student achievement. Make recommendations for improvement in student performance on standardized tests. Include the assessment	Principal Super-intendent Counselor	As soon as test results are available.

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		and recommendations in the the notebook.		
Supervision of Cocurricular Education	Standard II Instruction and Learning Skill #13	With permission of the Academic UIL Sponsor, assist in the planning and supervising of the local UIL meets. Include a critique of the learning experience for the students involved in the notebook. The critique should address student motivations, discipline, and performance, as well as their relation to the overall education of the student.	D.Wiatrek Principal	Dec.2011
Staff Development/ Adult Learning	Standard II Instruction and Learning Skill #14	Conduct a staff development activity. This activity should include planning, implementing, instructing, and evaluating. A copy of the agenda, relevant materials, and the evaluation will be included in the notebook.	Principal	Aug. 2012
Change Process	Standard II Instruction and Learning Skill #15	Meet with the counselor to discuss the changes in state assessments from TAKS to STAAR. Discover why the change is being made by reviewing pertinent TEA documents. Discuss the steps being taken to prepare teachers for the change in the testing format. Survey two teachers to assess their support or non-support of the change. Analyze the state that each person has reached, and recommend a means for moving the person to the next stage of change. Summarize your findings and recommendations and include them in the notebook.	Superintendent Counselor	Dec. 2012

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Student Discipline	Standard II Instruction and Learning Skill #16	Examine the district student acceptable use policy and provide an analysis of its strengths and weaknesses. Include the analysis in the notebook.	Principal	Dec. 2011
Student Services	Standard II Instruction and Learning Skill #17	Participate in a career or educational program session with a counselor and a student. Include a critique of the session in the notebook.	Counselor	Dec. 2011
General Office Administration/ Technology	Standard III Management and Operations Skill #18	Inventory the current administrative technology in use. Include phone systems, computers, copying machines, fax equipment, security systems and any other form of technology used in the administration of the district. The inventory will include major uses and concerns with these forms of technology. The inventory and recommendations for expanded use, upgrading, or changes to current systems will be included in the notebook.	Superintendent Principal	Oct. 2011
School Operations/ Policy	Standard III Management and Operations Skill #19	Review the procedures for the district opening and closing of the school year. Observe or take an active part in these procedures. Critique the effectiveness and major concerns of these procedures. Include the critique in the notebook.	Superintendent Principal	Sept. 2012
Facility and Maintenance Administration/ Safety and Security	Standard III Management and Operations Skill #20	Meet with the Food Service Director. Review the job responsibilities and staff schedules. Shadow the Food Service director for a morning. Write a brief report summarizing the meeting and observation. Include the needs,	Food Service Director Superintendent	May 2011

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		concerns, and overall assessment of work performed in the notebook.		
Student Transportation	Standard III Management and Operations Skill #21	With the permission of the director, observe one bus driver during a co-curricular trip. A summary of the observations and any recommendations will be included in the notebook.	Superintendent Co-Curricular sponsor	Dec. 2012
Food Services	Standard III Management and Operations Skill #22	See Skill Standard III, #20	Food Service Director Superintendent	May 2011
Personnel Procedures	Standard III Management and Operations Skill #23	Meet with the Superintendent concerning the District staffing plan as it relates to recruitment, selection, induction, compensation, evaluation, and dismissal of personnel.. Include a summary of the interview in the notebook.	Superintendent	Dec. 2012
Supervision of the Budget	Standard III Management and Operations Skill #24	Complete the budget planning process for district educational technology. Include an overview of the Technology Budget Process and include any recommendations in the notebook.	Superintendent	March 2012
Community/ Public Relations	Standard IV Community Skill #25	Interview the person involved in district public relations. The interview should include strategies for effective communication to and from the community and the issue of community politics. A summary of the interview will be included in the notebook.	Principal Public Relations Director	June 2011
Parent Involvement	Standard IV Community Skill #26	Observe a meeting of the site based council. Assess the role of parents in the process, and provide any recommendations for increasing the effectiveness	Principal Superintendent	Dec. 2011

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		of their role. The agenda, outcomes of the meeting and recommendations will be included in the notebook.		
Climate for Cultural Diversity	Standard IV Community Skill #27	Examine and evaluate the school library with regard to resources that address the heritage and values of culturally diverse populations. Include a copy of the evaluations and recommendations in the notebook.	Librarian	August 2012
Community/ Business Involvement and Partnerships	Standard IV Community Skill #28	Compile a list of social agencies that are available to help and support the students, faculty and administration. The list of agencies and the major services they provide will be included in the notebook.	County services index Super-intendent	Dec. 2012
Position Goals and Requirements	Standard V Ethics Skill #29	Obtain a copy of the job description and evaluation instrument used for the position of study. Analyze the correlation between the requirements listed in the job description and the performance standards of the evaluation and the analysis will be included in the notebook.	Principal Super-intendent	May 2011
Philosophy/ History of Education	Standard V Ethics Skill #30	In the management of the technology program, cite any relevant historical background. List one or more significant educational philosophies that would support the project goal. This information will be included in the background section of the project report.	Super-intendent Older teachers.	Dec. 2012
Ethics	Standard V Ethics Skill #31	Following the completion of your local project, consider the ethical beliefs that guided each of your actions. Discuss these beliefs with others involved in	Super-intendent	Dec. 2012

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		the project. Include feedback and any recommendations in the notebook.		
Interpersonal Relationships	Standard V Interpersonal Relationships# 32	<ul style="list-style-type: none"> • Converses with others in a positive and pleasant manner • Avoids interrupting others while speaking • Promptly gets back to others with concerns or needs • Shares information with others who need to know • Accepts criticism • Avoids being defensive when challenged • Shares self with others • Seeks to know and understand others • When Leading meetings: <ul style="list-style-type: none"> • Encourages others to participate • Acknowledges feelings and values within the group • Eases tensions when they occur • Attempts to resolve conflicts constructively • Encourages consideration of varying perspectives • Shares Responsibilities 	Superintendent	Dec.2012
School Board Policy and Procedures/ State and Federal Law	Standard VI Political, Social, Legal, Economic, and Cultural Context Skill #33	Review the board training requirements and the role of the superintendent in this process. A summary of the requirements, process, and the superintendent's role will be included in the notebook.	Superintendent	Dec. 2011
Federal Programs Administration	Standard VI Political, Social, Legal, Economic, and Cultural	Highlight the requirements and procedures involved in writing, budgeting, and submitting the E-RATE grant application. Include a copy of the	Superintendent TEA ERATE contact at	May 2012

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	Context Skill #34	470Application, 471 Application, 486 – Receipt of services, Request for Reimbursement, the TechPlan, and the budget in the notebook.	Region 12 ESC and E-RATE Contact at ESC3	
Issue and Conflict Resolution	Standard VI Political, Social, Legal, Economic, and Cultural Context Skill #35	Choose a current issue at your district. Find at least two persons on either side of the issue. Meet with the chosen persons in a group or individually to ascertain the goals for each side. Ensure that each side understands the goals of the other side. Develop a list of concerns. Meet with both sides to reach consensus on the new proposal or plan. Include the goals, list of concerns, and consensus on goals in the notebook. Include any recommendation for the school/district concerning the issue.	Principal Counselor Superintendent	As the issue arises
Current Issues Affecting Teaching and Learning	Standard VI Political, Social, Legal, Economic, and Cultural Context Skill #36	<p>Compile a list of current issues that affect teaching and learning. Use research literature and perspectives from administrators, teachers, students, and parents in compiling the list. Assess the degree of Importance and urgency for each issue. Include your list and assessment with any recommendations in your notebook.</p> <p>The role of the Principal in the wake of below.</p> <ul style="list-style-type: none"> • New Texas Assessments and increasing standards. • The effect of EOC tests on student achievement/failure. • Tremendous funding reductions. 	Principal Counselor Superintendent Teachers Parents Students	Dec. 2012

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		<ul style="list-style-type: none"> • Pressure to move all testing to online testing formats. • Online, network security • CyberSafety/Ethics • Pressure to move to digital textbooks on computing devices. • Pressure to implement 1:1 computer:student ratios. • Supplement / replace wired infrastructure with Wireless infrastructure. • Cloud computing • REDUCED FUNDING to implement the above. 		
Professional Affiliations and Resources	Standard VI Political, Social, Legal, Economic, and Cultural Context Skill #37	<p>1) Contact several experienced principals and compile a list of professional associations, service organizations, and local, state, and federal agencies that provide expertise and service to principals.</p> <p>Which of the above are the most helpful when it comes to: the principal's role in the implementation of the educational technology program, its budget (effect of funding reductions), the degree of integration of technology infused instruction, required technology integration professional development, professional development training, conference policy, course offerings, online assessment decisions, staffing considerations and staffing evaluation processes.</p>	Principal Superintendent	Dec. 2012

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		<p>List the resources and their major area of service in the notebook.</p> <p>And/or Summarize the answers to question #2 in the report.</p>		
Professional Affiliations and Resources	Standard VI Professional LibrarySkill #38	<p>Compile a list of books, publications, training manuals, and district or state publications used or recommended for the position of Principal / Educational Technology Leader.</p> <p>The list should include resources of the highest quality and relevance to the position and educational/educational technology leadership. The list should be included in the notebook.</p>	Principal Super-intendent Librarian TEA	December 2012